

Restorative Approach to NH Youth Justice

Overview of Restorative Justice (9am - 12pm)

Jon Kidde and Marc Wennberg | February 2, 2024

Introductions and Connections

The challenge

- Line-up according to where you were born. The person born closest to Portsmouth should be on one end and the person born furthest from here on the other end..
- Introduce yourself:
 - Name
 - Organization and role
 - Where they were born
 - What is their ideal vacation spot?
 - Pronouns, if they wish to share

Our Agenda

Achievement-based Objectives for the Morning

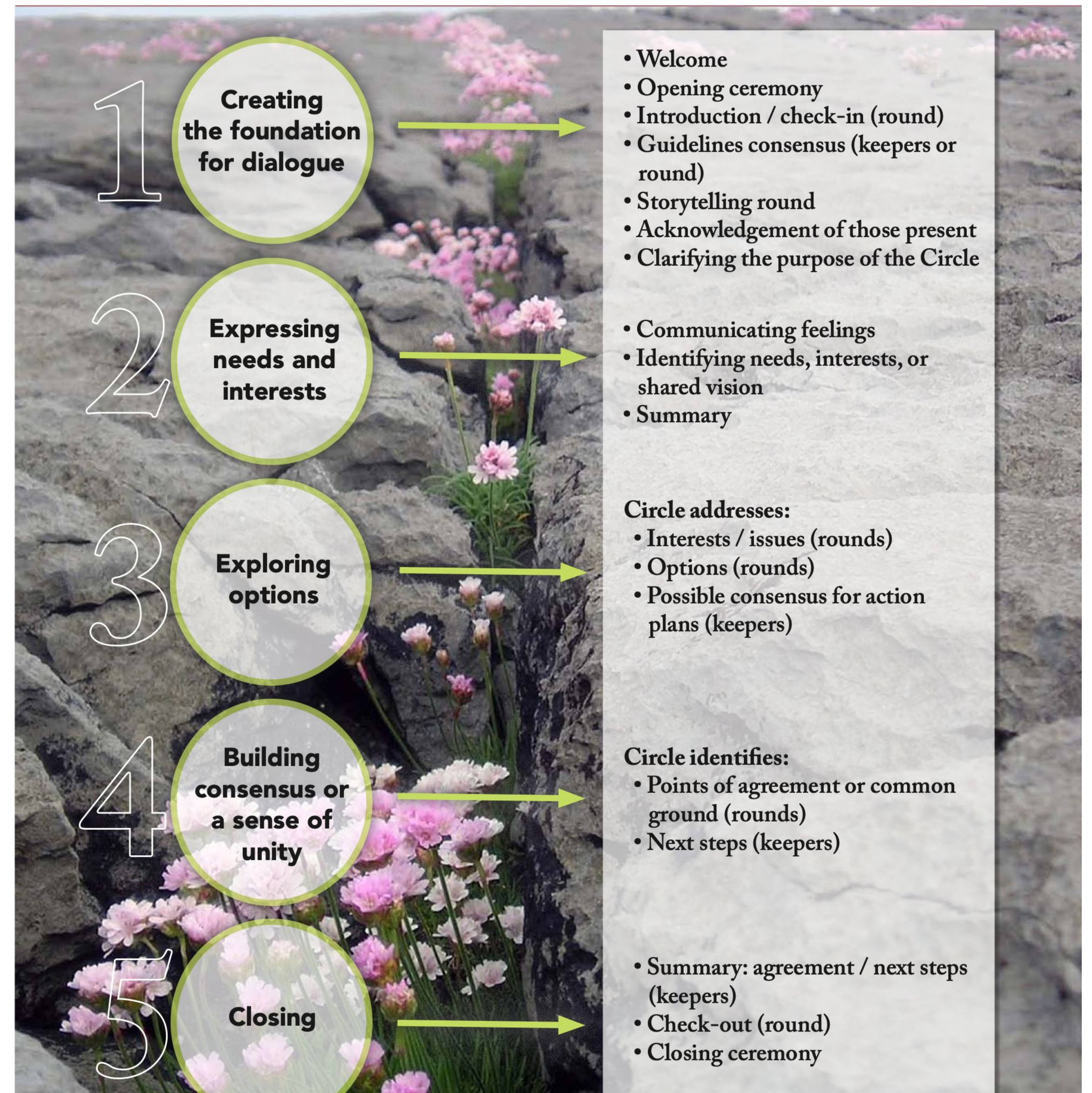
- Reacquaint ourselves with Restorative Values/Principles
- Consider application to participants' own realm of work
- Practice how to facilitate a 'restorative approach' in response to different situations.
- Develop talking points to describe Restorative Justice

Requests for Today

- Invitation to Meaningful Engagement.
- Recognize that we are all on a continuum of learning; explore the challenge of restorative justice principles and practices.
- Take opportunities to form new connections.
- Work forward in a positive way.
- Today is an opportunity to plan change.
- Depth Management
- Respect

Key Elements of Circles

- ***Ceremony Opening/Closing:***
Used to indicate that this is different space.
- ***Centerpiece:*** A focal point to promote speaking and listening.
- ***Values / Guidelines:*** Defined by the group. Serve as a reminder of expectations.
- ***Talking Piece/Order:*** Regulates dialogue, allows for focus, and limits interruption.
- ***Facilitation or Keeping:*** Assists the group in creating and maintaining the space.



Common Agreements or Guidelines

In circle, the group generates the guideline or agreement for the process.

- Speak from the heart
- Listen from the heart
- Respect the talking piece/order
- You may pass
- Witness others' sharing without interjecting or responding.
- *Intentionally Optional: Personal information shared in the circle is confidential except where safety is at risk*

Circle Activity

Breakout Groups

- This activity is designed to give you an opportunity to experience a circle.
- In two groups, Jon and Marc will guide the process using the circle 'script'

Deepening Our Knowledge of Restorative Approaches

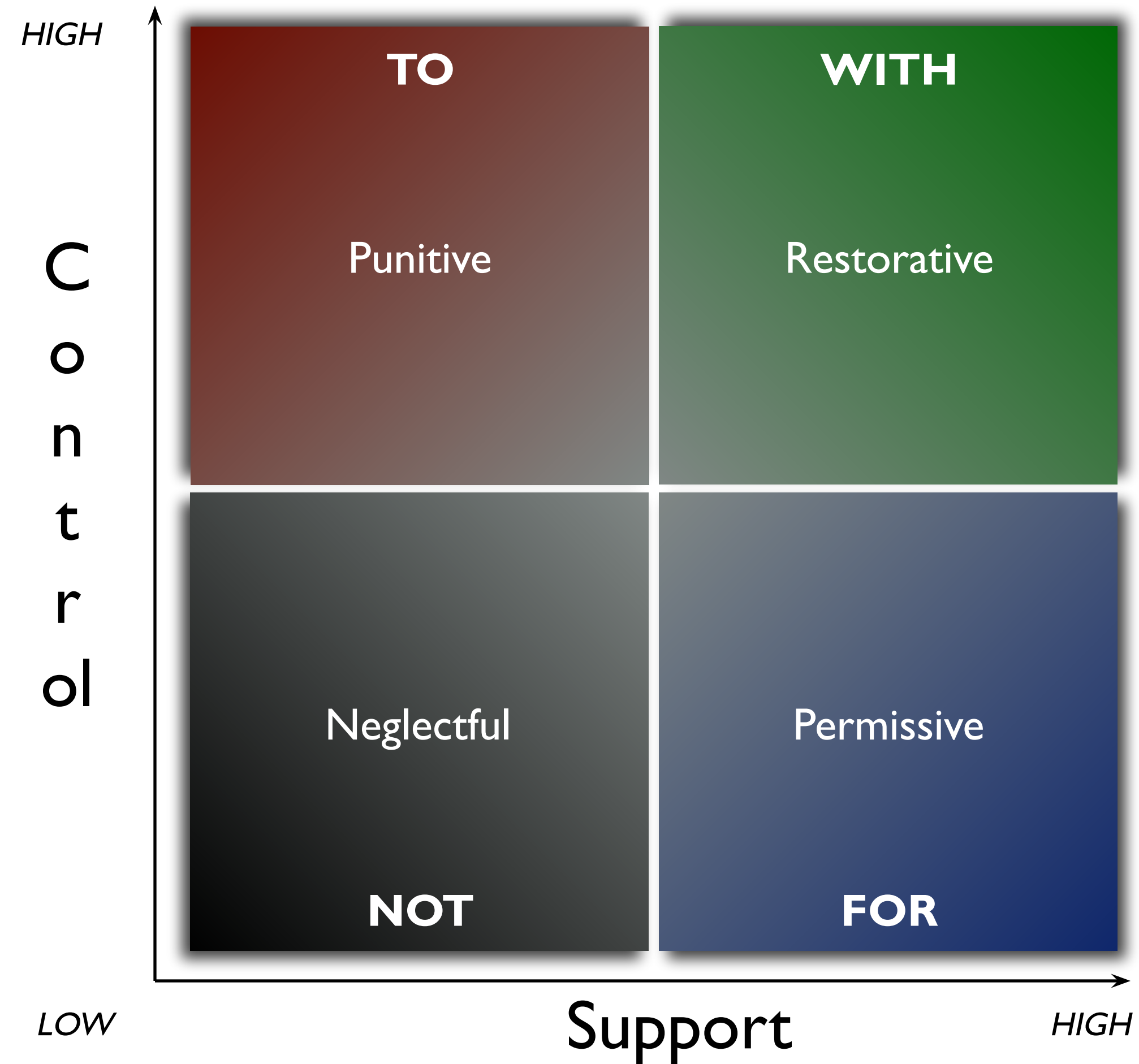
Interactive Gallery Walk

- In groups of about 6, engage in an interactive gallery walk focused on core principles of a restorative approach. Distribute experience among groups.
- You'll have about 4 - 5 minutes at each station to share stories from your experience and respond to two prompts on paper:
 - Identify and describe examples of the principle being upheld. What do you see, hear, feel when this principle is expressed?
 - Identify and describe non-examples of the principle. These might be things that could appear to be aligned but are not. Jon and Marc to provide examples (community service when unrelated to harm or needs ...)



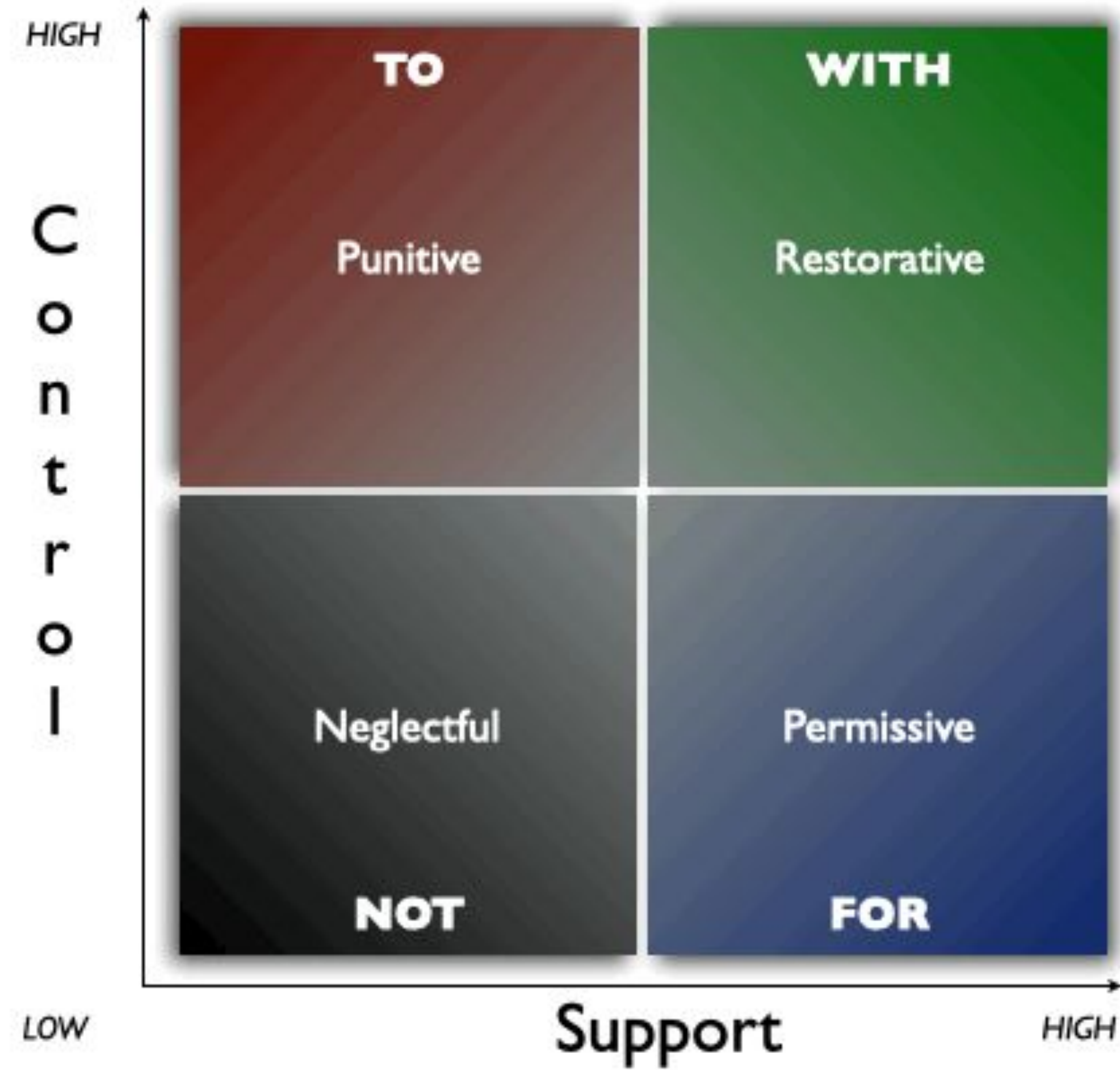
SOCIAL DISCIPLINE WINDOW

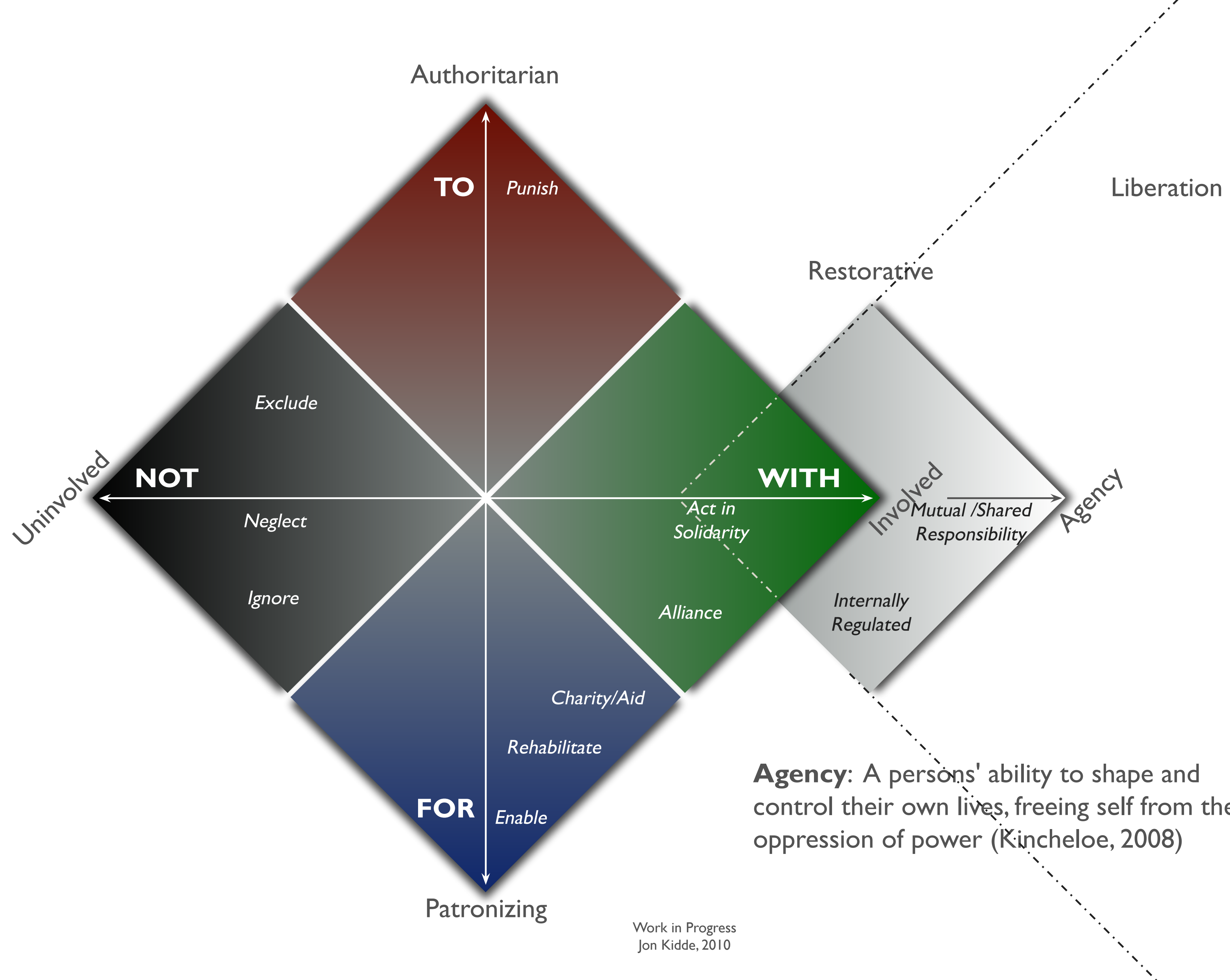
(McCold & Wachtel, 2003)



SOCIAL DISCIPLINE WINDOW

(McCold & Wachtel, 2003)

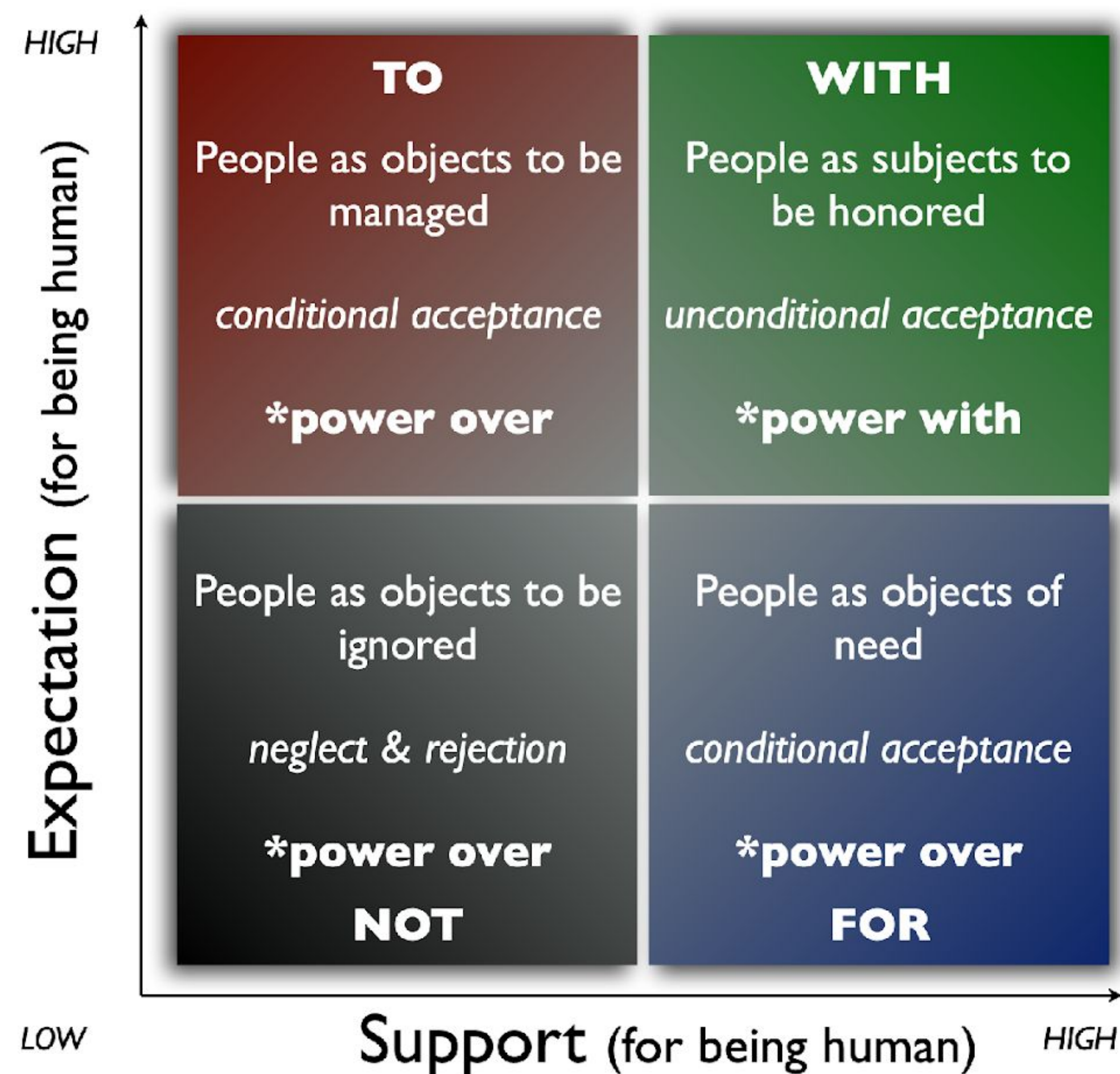




Agency: A persons' ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)

Social Discipline Window / Relationship Matrix

Vaandering & Evans, 2016



Try it out!

Practicing Responding

- In new groups of 3-4 | 10 mins
 - Identify a scenario or use one below.
 - Come up with ways to respond according to the Relationship Matrix (Not, To, For, With)
1. response to school fight
 - a. responsible person
 - b. person harmed
 - c. school community

TO Punitive	WITH Restorative
NOT Neglectful	FOR Permissive

Relationship Matrix Shuffle

Full Group Debrief

- What is the impact of each response?



Engaging the Stakeholders

- Break into groups based upon your role.
- Pick one stakeholder (youth, families, impacted parties, community) record responses to the following questions on chart paper:
 - ➡ How are you engaging parties now?
 - ➡ What are some challenges to engagement?
 - ➡ What are some strategies that you believe would lead to more meaningful engagement?

Describing Restorative Justice

- Reflect on your previous knowledge, the gallery walk, and anything else from today's training.
- In your group, identify key points around restorative justice that resonate in your realm of work.
- Write down the key points for an 'elevator conversation' response to "What is restorative justice?" with a colleague.
- When we return to the full group, listen as we hear ONE point from each group.

Closing: Summarizing Learning and Commitments

Standing Circles

- If you are leaving after the morning session: What feels important to remember as you leave today?
- If you are staying for the afternoon: What feels important to carry forward into the afternoon?

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Afternoon Session: Building System and Referral Capacity (1p - 4p)

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Getting to know each other

Uncommon Commonalities

- Find two others who you do not really know and form a group of three.
- You have five minutes to find as many commonalities as possible in that short time.
- Go past the obvious and explore unique and creative similarities.



Getting to know each other

- What do you appreciate about where you work (geographic region or agency)?
- Think about a time when you part of an effective collaboration. What helped make it effective? (what were the conditions)



Our Agenda

Achievement-based Objectives for the Afternoon

- Build relationships and connections across potential referral networks.
- Develop county-specific flow-charts with potential ‘off-ramps’ and specific contact information for referring partners.
- Draft Regional Action Plans to
 - Improve engagement, enhance communication and collaboration
 - Inform decision-makers and gatekeepers about referral options.

BRAVE NEW FILMS



Primary Parties

Engagement

- Break into groups
 - Review the cases assigned and answer the questions on chart paper
- ➡

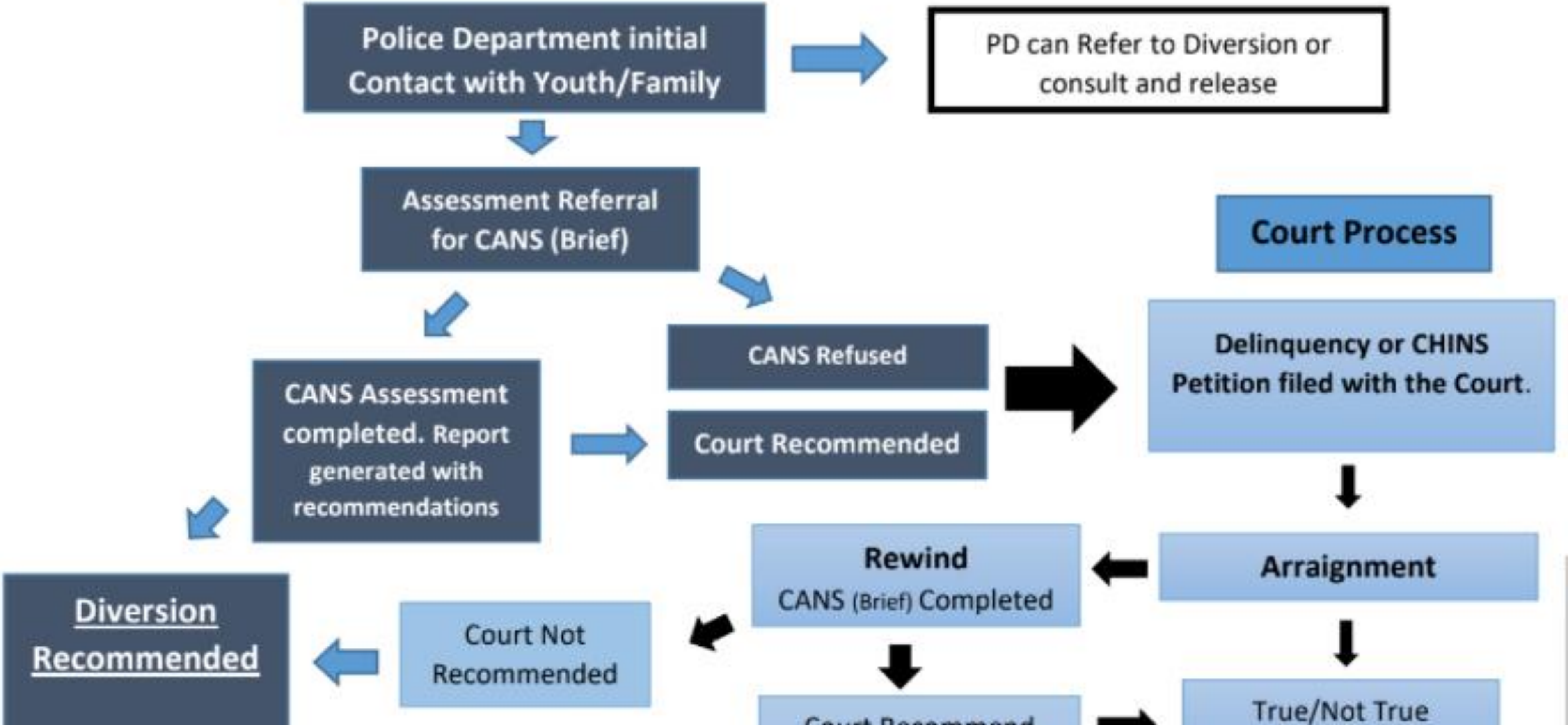
Who are the stakeholders/primary parties? Or, what relationships were impacted with this harmful incident?
- ➡

How does each get contacted, initially? By whom (person/agency), and when (point in process)
- ➡

Star who'd you invite to participate in a restorative process—say why?

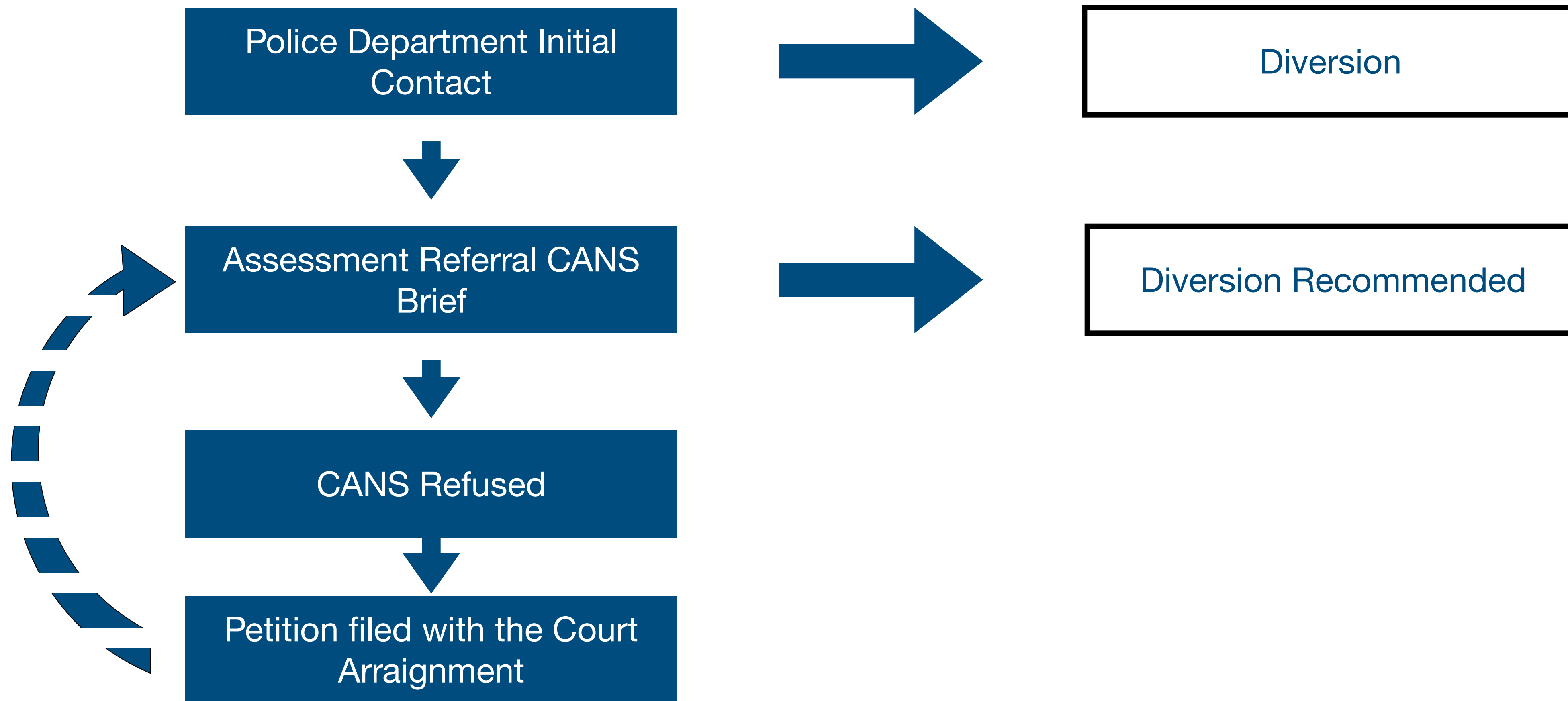
Primary Parties	Initial Contact: by whom, when?

NH JJ Flow Chart



Developing Regional-specific Flow Chart

Pathways to Restorative Diversion



Developing Regional-specific Flow Chart

Pathways to Restorative Diversion

- ➡ What are the specific services and interventions that stakeholders are offered according to the flow chart in your region? Add / outline these on flowchart.
- ➡ What communication happens between professionals involved—Law enforcement, JPPO, Diversion, Court—around engagement at the different intercepts?
- ➡ Where are some existing gaps in outreach/opportunities to engage and communicate? (collect these in full group) What gaps identified are relevant to your region?
- ➡ What opportunities exist to enhance engagement, communication, and collaboration? Record these action ideas on the Action Plan: What are the next steps?

Net Widening

Instead of reducing the number of youth formally processed through the juvenile justice system, these prevention and early intervention policies subject more youths to formal justice system intervention. Criminologists refer to this phenomenon as "net widening," and it is an increasing trend.

Net Widening

- ➡ What are examples, real or imaginary, of cases that fit within this definition of net-widening?
- ➡ What mechanism is or should be in place to prevent net-widening?



Study of Bay Area Restorative Justice Program Reveals Promise for Juveniles Who Commit Serious Crimes

The subject of study was San Francisco's Make it Right program, which offers teens (13-17) facing first-time felony charges for burglary, assault and vehicle theft. Studied for over six years, UC Berkeley researchers, compared 6 month recidivism rates of two similar cohorts:

- Standard criminal prosecution in juvenile court: 43%
- Make It Right diversion program: 25%

Recidivism rate reductions were evident even after four years of study.

Study of Bay Area Restorative Justice Program Reveals Promise for Juveniles Who Commit Serious Crimes

“most restorative justice programs remain an option only for low-level offenders...”

“...a new scientific study based in San Francisco, reveals findings researchers have not tested as often: how the method works for youth who’ve committed serious, felony crimes. The answer is quite well, say researchers...”

“If you want to try something such as a restorative justice program for juveniles that are charged with fairly serious crimes...That seems risky for political reasons. But having something with a rigorous evaluation showing a positive impact, it makes it easier for policymakers to make the case for these programs.”



oh yes he can actually

Expanding Opportunities

- How should willingness and ability to participate in a restorative process influence referral decisions?
- When is a Diversion referral not appropriate?
- Where are there opportunities to enhance or expand referrals to Restorative Diversion?
- Action Plan: What are the next steps?

Engaging decision-makers and gatekeepers

Regional Action Planning

- How will you share the work you've done here with other decision-makers in your region who are not here today to:
 - ✦ Improve Engagement
 - ✦ Enhance Communication and Collaboration
 - ✦ Increase Appropriate Referrals
- What are the next steps? Potential ideas:
 - ✦ Develop talking points for each stage to promote use of Diversion with stakeholders
 - ✦ Plan a lunch and learn with judges and other decision-makers around diversion
 - ✦ Plan outreach to other services

Closing: head, heart, and feet

To close out our session today, share your...

- Head: Share something you are thinking about
- Heart: Share a word or phrase that describes how you feel in this moment.
- Feet: What's something you're taking away; something you plan to do differently.